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ABSTRACT

The Native Language Arts English as a Second Language Program for Optional Assignment Pupils in New York City was designed for economically disadvantaged students whose native language was not English and whose ability to read and write in English and, in some cases their own tongue was not adequate to permit them any degree of success in school. It was in operation from September to June of 1976 in four high schools serving 395 students in grades 9-12. There were five teachers and five educational assistants. Depending upon student need, a double or single period of small group instruction in English as a second language was provided. The audiolingual method of language instruction was used to offer instruction in pronunciation, sentence structure, vocabulary, rhythm and intonation patterns of American English. Reading and writing were introduced as students became more proficient in their spoken language ability. Wherever possible, parallel programming of beginning, intermediate, and advanced levels was maintained enabling students to move among classes as they demonstrated language proficiency. The evaluation sought to determine whether students who participated in the program would obtain a statistically significant improvement in English reading and auditory skills. As a result of one year, half year, and quarter year testing of 289 students, in grades 9-12 statistically significant differences in reading and auditory skills were noted for 15 out of the 20 treatment groups. (Author/AM)

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EVALUATION REPORT

ED142658

B/E FUNCTION NO. 09-69623

NATIVE LANGUAGE ARTS - ENGLISH AS A SECOND LANGUAGE PROGRAM FOR OPTIONAL ASSIGNMENT PUPILS

SCHOOL YEAR 1975-1976

RHODA STERN

BEST COPY AVAILABLE

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An evaluation of a New York City school district educational project funded under Title I of the Elementary and Secondary Education Act of 1965 (PL 89-10) performed for the Board of Education of the City of New York for the 1975-1976 school year.

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I. THE PROGRAM

Description of the Program

The Native Language Arts-English as a Second Language Program for Optional Assignment Pupils was designed to serve economically disadvantaged students whose native language is not English and whose ability to read and write in English and, in some cases, in their own tongue is not adequate enough to permit them any degree of success in school.

In operation in four high schools from September 1, 1975 to June 30, 1976, the Native Language Arts-English as a Second Language Program served 395 optional assignment pupils in grades 9 - 12, exceeding the original design proposal of 275 pupils. Five teachers and five educational assistants administered to these students in small classes of fourteen to twenty. The program supplemented the tax-levy English class of each school.

Selection of Subjects

Title I eligible students attending a school outside their community were selected to participate in the Optional Assignment Native Language Arts-English as a Second Language component by various means: standardized tests; diagnostic tests; referrals by guidance counselors, teachers and friends; interviews; and voluntary enrollment. The final criteria for consideration in the program were ratings of C through F on the Puerto Rican Study Scale A, "Rating Pupils' Ability to Speak English," and reading at a level at least two years below grade as determined by the Stanford Achievement Test administered shortly after initial entry.

Eligibility for instruction in the native language arts component was mandated by functional illiteracy. However, few pupils were considered to be so retarded in their native language reading and writing skills that they necessitated native language treatment. The design proposal was modified to reflect this change in April 1976.

Program Objective

The program had one objective: to obtain a statistically significant improvement in students' reading and auditory grade-equivalent levels on the Stanford Achievement Test.

Program Methodology

Students attended a double or single period of English as a Second Language depending upon their individual needs and teacher availability. The audio-lingual method of language instruction was utilized providing systematic and sequential instruction in pronunciation, sentence structure, vocabulary, rhythm and intonation patterns of American English. As students became more proficient in their spoken language ability, reading and writing based upon controlled grammar and vocabulary were introduced.

Wherever possible, parallel programming of beginning, intermediate and advanced level classes were scheduled enabling students to move within as they demonstrated language proficiency. Class trips and excursions were planned from time to time exposing students to the American community and culture in which they lived but from which they had no access or withdrew.

Every effort was made for students to acquire the basic skills needed for their success in the second language and for their integration into mainstream activities. Teachers, educational assistants and all personnel affiliated with the program displayed dedication, concern and enthusiasm for these students. For the most part, a friendly and pleasant classroom environment was established which provided students with an enjoyable experience and with an atmosphere conducive to learning.

II. EVALUATIVE PROCEDURES

COGNITIVE OBJECTIVE *

Evaluation Objective No. 1:

To determine whether the mean posttest grade-equivalent scores achieved by the treatment group on the Reading Comprehension and Auditory Subtests of the Stanford Achievement Test would surpass its mean pretest scores at the .05 level of statistical significance when submitted to analysis with a t test for correlated groups.

1.1 The Sampling: The treatment group, 395 students, consisted of all Title I eligible optional assignment pupils receiving English as a Second Language instruction.

1.2 Methods and Procedures: The Reading Comprehension and Auditory Subtests of the Stanford Achievement Test, Form B, Levels II and III, were administered to 289 subjects on a pre/post basis.

1.3 Data Analysis: Results were analyzed separately by grade and treatment interval with the "Pretest-Posttest (without controls)" design. The difference between grade-equivalent means was tested for statistical significance at the .05 level with the correlated t test.

1.4 Time Schedule: The pretest was administered in October 1975, December 1975, February 1976 and March 1976.

The posttest was administered April 1976.

Complete data were collected from the schools between June 14 and 16, 1976.

* The evaluation design was modified in April 1976 to reflect that there was no native language arts treatment for optional assignment pupils. The evaluation objective measuring improvement via the CIA Pruebas de Lectura was eliminated.

PROCESS OBJECTIVE

Evaluation Objective No. 2:

To determine the extent of congruence between the original program design specifications and actual implementation.

To determine the strengths and weaknesses of the program in order to provide recommendations for recycling, planning and staff development.

2.1 Methods and Procedures: The evaluator-consultant observed each of the four high schools on three different occasions for a total of twelve visits. Conferences and interviews were held in the schools, at the Office of Bilingual Education-English as a Second Language Program headquarters and at the Board of Education with all personnel associated with the program: the Assistant Director of the ESL Program, principals, department chairmen, coordinators, teachers, educational assistants, the teacher trainer and the Title I liaison.

III. FINDINGS

EVALUATION OBJECTIVES

Evaluation Objective No. 1: To determine whether, as a result of participation in the English as a Second Language Program, the mean posttest grade-equivalent scores achieved by the treatment group on the Reading Comprehension and Auditory Subtests of the Stanford Achievement Test would surpass its mean pretest scores at the .05 level of statistical significance when submitted to analysis with a t test for correlated groups.

RESULTS: As a result of one year, six months, four months and two months testing of 289 students in grades 9 - 12, statistically significant differences in reading and auditory skills were noted for fourteen of the twenty groups at the .001 level and for one group at the .05 level.

TABLE I
Levels of Significant Gains
By Length of Treatment, Grade + Test Level

		Length of Treatment							
	Test Level	Two Months		Four Months		Six Months		One Year	
		Rdg.	Aud.	Rdg.	Aud.	Rdg.	Aud.	Rdg.	Aud.
Grade 9	II	.001	.05	ns*	ns			ns	ns
	III	.001	.001					.001	.001
Grade 10-12	II			.001	ns			.001	.001
	III	.001	.001			.001	.001	.001	.001

* ns-no statistical significance

Where significance was not obtained, pre to post treatment interval gains were noted during classroom observations. The lack of significant results may be attributed in part to the fact that a portion of the ESL population in one school became unmanageable during the administration of the Auditory posttest as well as to the fact that the Stanford Achievement Test is not an accurate measure of entry ESL achievement.

Pre-post comparisons were also analyzed by test level to determine the extent of growth. Table II describes reading comprehension achievement as measured by changes in participants' grade-equivalent scores.

TABLE III
Gradation Changes in Reading Comprehension Grade-Equivalent Scores
By Test Level and Number of Students

Gradation Changes	Level II Grade 9-12 No.	%	Level III Grade 9-12 No.	%	TOTAL Grade 9-12 No.	%
Poorer	13	10.1%	36	22.5%	49	16.9%
No Change	8	6.2%	9	5.6%	17	5.9%
.1 to .5	77	59.7%	49	30.6%	126	43.6%
.6 to 1.0	25	19.4%	36	22.5%	61	21.1%
1.1 or More	6	4.6%	30	18.8%	36	12.5%

From Table II it is seen that upon conclusion of the program, across all grades, test levels and treatment intervals, 77.2% of the ESL participants demonstrated growth in their reading comprehension skills as measured by the Stanford Achievement Test:

43.6% of the participants advanced from .1 to .5 gradations (one to five months) in reading comprehension.

21.1% of the participants advanced from .6 to 1.0 gradations (six months to one year) in reading comprehension.

12.5% of the participants advanced 1.1 gradations or better (more than one year) in reading comprehension.

Auditory pre-post comparisons were analyzed similarly in Table III.

TABLE III
Gradation Changes in Auditory Comprehension Grade-Equivalent Scores
By Test Level and Number of Students

Gradation Changes	Level II Grade 9-12 No.	%	Level III Grade 9-12 No.	%	TOTAL Grade 9-12 No.	%
Poorer	24	18.6%	49	30.6%	73	25.3%
No Change	14	10.9%	9	5.6%	23	8.0%
.1 to .5	29	22.4%	39	24.4%	68	23.5%
.6 to 1.0	36	27.9%	30	18.8%	66	22.8%
1.1 or More	26	20.2%	33	20.6%	59	20.4%

From Table III, it is seen that upon conclusion of the program, across all grades, test levels and treatment intervals, 66.7% of the ESL participants demonstrated growth in their auditory comprehension skills as measured by the Stanford Achievement Test:

23.5% of the participants advanced from .1 to .5 gradations (one to five months) in aural comprehension.

22.8% of the participants advanced from .6 to 1.0 gradations (six months to one year) in aural comprehension.

20.4% of the participants advanced 1.1 gradations or better (more than one year) in aural comprehension.

Evaluation Objective No. 2:

To determine the extent of congruence between the original program design specifications and actual implementation.

To determine strengths and weaknesses of the program in order to provide recommendations for recycling, planning and staff development.

RESULTS: The twelve visits made by the evaluator-consultant to the project schools observing more than 32 classroom lessons, talking with teachers, ESL Coordinators, departmental chairmen and principals, revealed that the Native Language Arts-English as a Second Language Program as implemented for Optional Assignment Pupils coincided with the design specifications. The ESL program methodology emphasized the audio-lingual approach in a small class setting. Aural-oral skills were stressed in the beginning levels while reading and writing were introduced in the more advanced levels. Teachers taught a single or double period of ESL for a total of five periods. They were assisted by an educational assistant who tutored students, especially the new arrivals, on a one-to-one basis or in small groups and who performed many of the record-keeping and administrative responsibilities of the classroom. The teacher trainer visited the schools regularly. He observed classroom procedures, disseminated materials and demonstrated techniques et.al. to teachers and educational assistants. He also lent administrative expertise and support to department chairmen and ESL Coordinators in their implementation of the program. The Project Director, Assistant Director of Bilingual Education, scheduled conferences during the school year enabling teachers and educational assistants to meet one another, to discuss test scores and to exchange ideas, activities and interests. Teachers attended in-service training in ESL where necessary.

Adequacy of Materials and Facilities

A variety of print and text materials were abundantly available for teachers to use throughout the year. The Lado English Series continue to be the primary texts during the first and second year of ESL instruction while a variety of additional texts and readers were in evidence in the more advanced levels. Hines, Skits in American English, and Binner, International and American Folktake Readers were favorites as were Kieszak, Turning Point, and the curriculum and workbook to accompany it developed by Baskin and Isabella, two teachers in another component of the NLA-ESL Program.

The selection of a text frequently depended upon individual student and teacher preference. Teachers were continually encouraged by the teacher trainer to try different classroom texts, materials and techniques while they, in turn, readily suggested additional materials and texts which the Office of Bilingual Education might procure for their classes.

Newspapers were regularly available for students to enjoy.

Visual literacy focused upon still pictures used frequently and successfully to encourage conversation and stimulate vocabulary at the beginning levels. Filmstrips, slides, films and TV for individual or small group instruction were not in evidence although videotaping is used on occasion. Auditory stimuli were limited to the teacher and to an occasional record or audiotape. Only one school had a language laboratory. None had a classroom resource facility at which students might practice on their own or with the educational assistant. None made language tapes or records available for students to borrow on a library basis.

Physical plants ranged from large and traditional to makeshift and alternative. Students appeared to be comfortable under all circumstances except one: inadequate heating at Park East. Students were often forced

to change their classroom during the winter because the assigned ESL room was unusually cold.

The noise level at the Lower East Side Preparatory School, which featured the open multiple use instructional area design in a converted bank building, was disturbing. It was frequently impossible for the teacher and students to hear one another in the ESL instructional area. Too often information could only be transmitted in the small semi-circular area by the teacher walking back and forth between students. Students did not appear to be particularly adversely affected by the noise or the arrangement. Nevertheless, acoustically treated ceilings, walls and room divider panels are strongly recommended to abate the noise.

Recommendations from Last Prior Study

Recommendations from the last prior study are cited below:[1]

1. "The most pressing need would appear to be logistical. Expanded facilities in the more congested schools should have a high priority. Along with this is a need for language laboratories, especially in the more crowded schools."

2. "A continuing search should be made for a more viable instrument for measuring progress in reading and understanding English as a second language. Such an instrument should be geared to the particular needs of the ESL student."

3. "More conferences should be arranged between the various ESL teachers so that they could exchange ideas more frequently than is now the case. Such meetings might be fruitful in several ways: discovering new methods of utilizing the educational assistants, comparing the merits of various texts and other materials, or even in improving efficiency in record-keeping."

The above recommendations were carried out wherever possible. None of the participating schools appeared particularly congested. A criterion-referenced test to more appropriately measure ESL achievement will be field tested during the 1976-1977 school year. Conferences for ESL teachers were arranged from time to time. The need for information exchange still exists as does the need for language laboratories or their equivalent.

---

[1] Evaluation Report Native Language Arts-English as a Second Language Program For Optional Assignment Pupils. School Year 1974-1975. Katherine W. Carson. Office of Educational Evaluation. B/E Function No. 09-59681.

Servicing the Needs of the Population

The Native Language Arts-English as a Second Language Program for Optional Assignment Pupils, designed for non-native students handicapped by their inability to speak and understand English, serviced the needs of that population during the 1975-1976 school year.

Cognitive gains in reading and auditory comprehension in English were realized for the majority of students as measured by the results of the Stanford Achievement Test.

Affective gains were also recorded. For the most part, students appeared to be receptive to learning and adjusting to their new environment. In most of the observed ESL classrooms, they remained responsive and attentive. The small ungraded classes, the homogeneous groupings, the variety of materials, the teachers' dedication and concern and the overall responsiveness of the Office of Bilingual Education-ESL Program headquarters Staff permitted a positive and healthy atmosphere to be established in the majority of classrooms.

The high degree of interaction between the Project Director, the teacher trainer, the teachers, educational assistants and students was one of the strengths of the program. For the most part, it was this special relationship of friendliness and concern which enabled teachers to transcend the New York City budgetary crises and conflicts which had affected most of them, to work diligently, to give generously of their time and to maintain a high level of morale in their classrooms. Three of the four teachers transferred into the program in September under Board of Education excessing and relicensing procedures. One of these three transferred out in January and a

fourth replaced her. The headquarters Staff's responsiveness and sensitivity to the needs of these new teachers enabled them to attain a sense of belonging which they, in turn, transmitted to their students. The teacher trainer assisted all teachers in the program to acquire professionalism by demonstrating to them how they might adapt techniques, approaches and materials to their particular needs and temperaments and to those of their students.

Students responded accordingly. At South Shore High School, for example, they remained in the Bilingual Office long after their school day was over...tutoring, being tutored, doing their homework...or simply chatting.

Attendance records also attest to the success of the program in providing students with an enjoyable experience.

TABLE IV
A Comparison of Annual Percentages of Attendance
Between ESL Students and School-wide Population

High School	1975-1976 ESL Students No.	%	1974-1975 School-wide Population %
Grover Cleveland	31	89.12	80.31
Lower East Side	30	93.91	78.52
Park East	26	74.53	77.87
South Shore	82	85.82	71.64

Attendance figures were dramatically higher at all schools but one, where the introduction of a new teacher midway through the year

affected students negatively. Office of Bilingual Education intervention in the appointment and/or approval of personnel might have alleviated this situation.

The NLA-ESL Program served students in excess of its proposed number for everyone involved in the program felt a responsibility towards the non-native speaker. Everyone attempted to help these students adjust to their new environment and to acquire a feeling of accomplishment, belonging and success by assisting them in their acquisition of the necessary language skills and by providing them with a genuine sense of friendliness and concern. Suggestions for improving the quality of the experience are offered in Chapter IV.

IV. SUMMARY OF MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

Summary of Major Findings

1. Program implementation coincided with design proposal specifications.

2. The program's cognitive objective to produce a statistically significant improvement in students' ability to read and understand English was met for the majority of optional assignment pupils as shown by the results of the Stanford Achievement Test.

3. Other indicators of improvement were noted during classroom observations.

4. ESL attendance exceeds school-wide figures in three of the four participating schools demonstrating student satisfaction.

5. Program personnel, for the most part, are dedicated, concerned and professional.

Conclusions

On the basis of the above findings and summary, it is concluded that the NLA/ESL Program met its program objective. Statistically significant gains in reading and auditory comprehension were recorded for the majority of participating optional assignment pupils.

Recommendations

1. The Native Language Arts-English as a Second Language Program for Optional Assignment Pupils should be continued.

2. Every effort should be made to provide the program with continuity in staffing and activities. The program's efforts to establish a stable learning environment for promoting success and achievement in language acquisition are not supported by the New York City financial crisis: Board of Education excessing and relicensing requirements need to be reconsidered. Appointments to the NLA-ESL Program should be cooperatively approved by the Office of Bilingual Education headquarters, the school principal and the on-site ESL Coordinator to ensure consistency and quality.

3. Assessment and prescription of individual student needs should be more personalized and course content modules be established to enable students to proceed at their own pace and readiness.

a. All levels of high school curricular concepts should be integrated into the ESL classroom to better prepare students for entry into the mainstream and to accelerate that entry wherever possible.

b. Record and playback tape recorders should be adapted for individual or small group use to improve aural-oral capabilities. Make available language practice cassette tapes and records to borrow on a library basis.

c. Visual literacy should be encouraged and stimulated in individual or group instructional activities by the increased utilization of TV, films, filmstrips and slides.

4. Assessment instruments to measure teacher and educational assistant performances should be developed cooperatively by the Office of Bilingual Education headquarters staff, teachers and educational assistants to provide everyone with objective tools for measuring performance. If possible, modular training programs should be developed as part of a resource library to correlate with competencies measured and implemented on site as needed with the appropriate teacher and educational assistant.

5. Physical improvements

a. Acoustic paneling on the ceilings, walls and as room dividers at Lower East Side Prep, NYC.

b. More heat or larger portable heaters at Park East, NYC.

6. The Stanford Achievement Test could be replaced or supplemented by another instrument to measure student achievement. Grade-equivalent ratings are not viable criteria for monitoring the ESL student. If the instrument must be used, alternate forms should be given on a pre-post basis.

NATIVE LANGUAGE ARTS-ENGLISH AS A SECOND LANGUAGE
FOR OPTIONAL ASSIGNMENT PUPILS

B/E NO. 09-69623

APPENDIX A

PROGRAM ABSTRACT

Component Codes: 6141500 6141600 Activity Code: 720 Objective Code: 801

The Native Language Arts-English as a Second Language Program for Optional Assignment Pupils was designed for economically disadvantaged students whose native language is not English and whose ability to read and write in English and, in some cases, their own tongue is not adequate enough to permit them any degree of success in school. In operation from September 1, 1975 to June 30, 1976 in four high schools serving 395 students in grades 9-12, the program supplemented the city tax-levy program. There were five teachers and five educational assistants. Depending upon student need, a double or single period of small group instruction in English as a Second Language was provided. The audio-lingual method of language instruction was utilized to offer systematic and sequential instruction in pronunciation, sentence structure, vocabulary, rhythm and intonation patterns of American English. Reading and writing were introduced as students became more proficient in their spoken language ability. Wherever possible, parallel programming of beginning, intermediate and advanced levels were maintained enabling students to move within as they demonstrated language proficiency.

The cognitive achievement sought to determine whether students who participated in the program would obtain a statistically significant improvement in their English reading and auditory skills. The Reading Comprehension and Auditory Subtests of the Stanford Achievement Test were administered on a pre/post basis to 289 students. The difference between grade equivalent score means on each subtest was submitted to analysis with a *t* test for correlated groups and tested for significance at the .05 level.

As a result of one year, half-year and quarter-year testing of 289 students in grades 9-12, statistically significant differences in reading and auditory skills were noted for fifteen of the twenty treatment groups as follows:

Level III,	Grades 9-12:	One year; one term; and two months treatment.
Level II ,	Grade 9 :	Two months treatment.
	Grade 10-12:	One year; one term treatment (Reading only).

In those groups where significance was not obtained (Level II, Grade 9, one year and one term treatments; Grade 10-12, one term treatment - Auditory only), pre to post treatment interval gains were observed. Twelve visits to the project schools revealed that the program as implemented coincided with the specifications of the design proposal and that the program in operation provided participating students with an atmosphere conducive to their learning the basic aural-oral skills of English and prepared them for integration into the mainstream.

It is recommended that the program be refunded at current levels for the 1976-1977 school year. It is also recommended that the following suggestions be considered in the planning and development of future programs: continuity and stability in staffing be maintained; student assessment and prescription be more personalized; educational media be integrated into the program to stimulate aural-oral facility and promote visual literacy; instruments to measure teacher and educational assistant performance be developed along with on-site training programs; physical improvements be made at two sites; and the Stanford Achievement Test be replaced or supplemented by another instrument to measure English as a Second Language achievement.

APPENDIX B

FUNCTION NO. 09-69623

Table 11 Norm referenced achievement data not applicable to Table 9.

NATIVE LANGUAGE ARTS-ENGLISH AS A SECOND LANGUAGE PROGRAM FOR OPTIONAL ASSIGNMENT PUPILS

In the table below, enter the requested assessment information about the tests used to evaluate the effectiveness of major project component/activities in achieving cognitive objectives. Before completing this form, read all footnotes. Attach additional sheets if necessary.

Component Code	Activity Code	Test Used 1/	Form		Level		Total N 2/	Group ID 3/	N 4/	Score Type 5/	Pretest			Posttest			Statistical Data	
			Pre	Post	Pre	Post					Date	Mean	6/ S.D.	Date	Mean	6/ S.D.	7/ Test	8/ Value
614150070	720	Stanf Rdg.	B	B	II	II	19	9	12	1	10/75	2.48	.53	4/76	2.87	.54	Corr. t	1.81 ns
614150070	720	Stanf Aud.	B	B	II	II	19	9	12	1	10/75	1.11	.83	4/76	1.94	.72	Corr. t	1.69 ns
614150070	720	Stanf Rdg.	B	B	II	II	8	9	8	1	2/76	2.11	.29	4/76	2.23	.47	Corr. t	2.18 ns
614150070	720	Stanf Aud.	B	B	II	II	8	9	8	1	2/76	.55	1.09	4/76	2.23	.47	Corr. t	.15 ns
614150070	720	Stanf Rdg.	B	B	II	II	14	9	14	1	3/76	2.22	.96	4/76	2.41	.87	Corr. t	8.3 **
614150070	720	Stanf Aud.	B	B	II	II	14	9	14	1	3/76	1.56	1.38	4/76	1.61	.87	Corr. t	2.51 *
														Continued next page				

1/ Identify test used and year of publication (MAT-58; CAT-70, etc.)

2/ Total number of participants in the activity.

3/ Identify the participants by specific grade level (e.g., grade 3, grade 5). Where several grades are combined, enter the 4th and 5th digits of the component code.

4/ Total number of participants for whom both pre and post test data are provided.

5/ 1 = grade equivalent; 2 = percentile rank; 3 = z score; 4 = publisher's standard score; 5 = stanine; 6 = raw score; 7 = other.

6/ Standard Deviation - only required of the following districts: Albany, Buffalo, Hempstead, Mount Vernon, New York City, Niagara Falls, Rochester, Syracuse, Utica, Yonkers.

7/ Test statistics (e.g., t; F; X^2).

8/ Obtained value of test statistic (e.g. F=13.25

* Statistically significant at $p \leq .05$

** Statistically significant at $p \leq .001$

ns No statistical significance

-20-

APPENDIX B

Table 11 Norm referenced achievement data not applicable to Table 9.

NATIVE LANGUAGE ARTS-ENGLISH AS A SECOND LANGUAGE PROGRAM FOR OPTIONAL ASSIGNMENT PUPILS

In the table below, enter the requested assessment information about the tests used to evaluate the effectiveness of major project component/activities in achieving cognitive objectives. Before completing this form, read all footnotes. Attach additional sheets if necessary.

Component Code	Activity Code	Test Used 1/	Form		Level		Total N 2/	Group ID 3/	N 4/	Score Type 5/	Pretest			Posttest			Statistical Data	
			Pre	Post	Pre	Post					Date	Mean	S.D. 6/	Date	Mean	S.D. 6/	Test 7/	Value 8/
61450	720	Stanf. Rdg.	B	B	III	III	57	9	40	1	10/75	4.15	1.04	4/76	4.57	1.24	Corr. t	7.63 **
61450	720	Stanf. Aud.	B	B	III	III	57	9	40	1	10/75	3.44	1.58	4/76	3.8	1.81	Corr. t	10.14 **
61450	720	Stanf. Rdg.	B	B	III	III	15	9	15	1	3/76	3.45	.89	4/76	3.79	1.04	Corr. t	6.85 **
61450	720	Stanf. Aud.	B	B	III	III	15	9	15	1	3/76	2.15	1.11	4/76	2.42	1.35	Corr. t	6.27 **
												Continued next page....						

1/ Identify test used and year of publication (MAT-58; CAT-70, etc.)

2/ Total number of participants in the activity.

3/ Identify the participants by specific grade level (e.g., grade 3, grade 5). Where several grades are combined, enter the 4th and 5th digits of the component code.

4/ Total number of participants for whom both pre and post test data are provided.

5/ 1 = grade equivalent; 2 = percentile rank; 3 = z score; 4 = publisher's standard score; 5 = stanine; 6 = raw score; 7 = other.

6/ Standard Deviation - only required of the following districts: Albany, Buffalo, Hempstead, Mount Vernon, New York City, Niagara Falls, Rochester, Syracuse, Utica, Yonkers.

7/ Test statistics (e.g., t; F; X^2).

8/ Obtained value of test statistic (e.g. F=13.25

** Statistically significant at $p < .001$

APPENDIX B

Table 11 Norm referenced achievement data not applicable to Table 9.

NATIVE LANGUAGE ARTS-ENGLISH AS A SECOND LANGUAGE PROGRAM FOR OPTIONAL ASSIGNMENT PUPILS

In the table below, enter the requested assessment information about the tests used to evaluate the effectiveness of major project component/activities in achieving cognitive objectives. Before completing this form, read all footnotes. Attach additional sheets if necessary.

Component Code	Activity Code	Test Used 1/	Form		Level		Total N 2/	Group ID 3/	N 4/	Score Type 5/	Pretest			Posttest			Statistical Data	
			Pre	Post	Pre	Post					Date	Mean	6/ S.D.	Date	Mean	6/ S.D.	7/ Test	8/ Value
61 4 1 6 0 0	7 2 0	Stanf. Rdg.	B	B	II	II	114	10-12	83	1	10/75	2.26	.59	4/76	2.62	.74	Corr. t	8.11**
61 4 1 6 0 0	7 2 0	Stanf. Aud.	B	B	II	II	114	10-12	83	1	10/75	1.47	.62	4/76	1.92	.98	Corr. t	4.86**
61 4 1 6 0 0	7 2 0	Stanf. Rdg.	B	B	II	II	18	10-12	12	1	12/75	2.06	.46	4/76	2.48	.48	Corr. t	3.44**
61 4 1 6 0 0	7 2 0	Stanf. Aud.	B	B	II	II	18	10-12	12	1	12/75	1.37	.31	4/76	1.7	.53	Corr. t	.21ns

Continued next page

1/ Identify test used and year of publication (MAT-58; CAT-70, etc.)
2/ Total number of participants in the activity.
3/ Identify the participants by specific grade level (e.g., grade 3, grade 5). Where several grades are combined, enter the 4th and 5th digits of the component code.
4/ Total number of participants for whom both pre and post test data are provided.
5/ 1 = grade equivalent; 2 = percentile rank; 3 = z score; 4 = publisher's standard score; 5 = stanine; 6 = raw score; 7 = other.
6/ Standard Deviation - only required of the following districts: Albany, Buffalo, Hempstead, Mount Vernon, New York City, Niagara Falls, Rochester, Syracuse, Utica, Yonkers.
7/ Test statistics (e.g., t; F; X^2).
8/ Obtained value of test statistic (e.g. F=13.25

** Statistically significant at $p \leq .001$
ns No statistical significance

APPENDIX B

Table 11 Norm referenced achievement data not applicable to Table 9.

NATIVE LANGUAGE ARTS-ENGLISH AS A SECOND LANGUAGE PROGRAM FOR OPTIONAL ASSIGNMENT PUPILS

In the table below, enter the requested assessment information about the tests used to evaluate the effectiveness of major project component/activities in achieving cognitive objectives. Before completing this form, read all footnotes. Attach additional sheets if necessary.

Component Code	Activity Code	Test Used 1/	Form		Level		Total N 2/	Group ID 3/	N 4/	Score Type 5/	Pretest			Posttest			Statistical Data	
			Pre	Post	Pre	Post					Date	Mean	6/ S.D.	Date	Mean	6/ S.D.	7/ Test	8/ Value
614160000	720	Stanf. Rdg.	B	B	III	III	89	10-12	63	1	10/75	3.63	1.08	4/76	4.21	1.15	Corr. t	3.75**
614160000	720	Stanf. Aud.	B	B	III	III	89	10-12	63	1	10/75	2.5	1.02	4/76	2.85	1.47	Corr. t	9.09**
614160000	720	Stanf. Rdg.	B	B	III	III	45	10-12	27	1	12/75	4.62	1.63	4/76	4.86	1.33	Corr. t	7.68**
614160000	720	Stanf. Aud.	B	B	III	III	45	10-12	27	1	12/75	3.44	1.55	4/76	4.03	1.62	Corr. t	9.86**
614160000	720	Stanf. Rdg.	B	B	III	III	16	10-12	15	1	3/76	3.38	.83	4/76	3.85	1.01	Corr. t	15.2 **
614160000	720	Stanf. Aud.	B	B	III	III	16	10-12	15	1	3/76	2.69	1.16	4/76	2.55	1.12	Corr. t	4.46**

1/ Identify test used and year of publication (MAT-58; CAT-70, etc.)

2/ Total number of participants in the activity.

3/ Identify the participants by specific grade level (e.g., grade 3, grade 5). Where several grades are combined, enter the 4th and 5th digits of the component code.

4/ Total number of participants for whom both pre and post test data are provided.

5/ 1 = grade equivalent; 2 = percentile rank; 3 = z score; 4 = publisher's standard score; 5 = stanine; 6 = raw score; 7 = other.

6/ Standard Deviation - only required of the following districts: Albany, Buffalo, Hempstead, Mount Vernon, New York City, Niagara Falls, Rochester, Syracuse, Utica, Yonkers.

7/ Test statistics (e.g., t; F; X^2).

8/ Obtained value of test statistic (e.g. F=13.25

** Statistically significant at $p \leq .001$

OFFICE OF EDUCATIONAL EVALUATION - DATA LOSS FORM APPENDIX C

(attach to NARRATIVE) Function #09-69623

NATIVE LANGUAGE ARTS-ENGLISH AS A SECOND LANGUAGE PROGRAM FOR OPTIONAL ASSIGNMENT PUPILS

In this table enter all Data Loss information. Between the MIR and this form, all participants in each activity must be accounted for. The component and activity codes used in completion of the MIR should be used here so that the two tables match. See definitions below table for further instructions.

Component Code	Activity Code	(1) Group I.D.	(2) Test Used	(3) Total N	(4) Number Tested/ Analyzed	(5) Participants Not Tested/ Analyzed		(6) Reasons Why Students Were Not Tested, Or If Tested, Were Not Analyzed	
						N	%		Number
6 1 4 1 5 0 0	7 2 0	9	Stanf. RdgII	41	34	7	17.1	Absent posttest Discharged, Graduated	2 5
6 1 4 1 5 0 0	7 2 0	9	Stanf. Aud.II	41	34	7	17.1	Same as above.	
6 1 4 1 5 0 0	7 2 0	9	Stanf. RdgIII	72	55	17	23.6	Absent pre (1) or post (8) Discharged, Graduated	9 8
6 1 4 1 5 0 0	7 2 0	9	Stanf. AudIII	72	55	17	23.6	Same as above	
6 1 4 1 6 0 0	7 2 0	10-12	Stanf. Rdg.II	132	95	37	28.0	Absent pre (3) or post (7) New Admit/Late entry Discharged, Went into Regular English	10 6 21
6 1 4 1 6 0 0	7 2 0	10-12	Stanf. Aud.II	132	95	37	28.0	Same as above	
6 1 4 1 6 0 0	7 2 0	10-12	Stanf. Rdg. III	150	105	45	30.0	Absent pre (20) or post (6) New Admit/Late entry Incomplete post test results Discharged, graduated	26 2 14 3
6 1 4 1 6 0 0	7 2 0	10-12	Stanf. Aud. III	150	105	45	30.0	Same as above	

(1) Identify the participants by specific grade level (e.g., grade 3, grade 9). Where several grades are combined, enter the last two digits of the component code.
(2) Identify the test used and year of publication (MAT-70, SDAT-74, Houghton Mifflin (IPMS) Level 1 etc.)
(3) Number of participants in the activity.
(4) Number of participants included in the pre and posttest calculations.
(5) Number and percent of participants not tested and/or not analyzed.
(6) Specify all reasons why students were not tested and/or analyzed. If any further documentation is available, please attach to this form. If further space is needed to specify and explain data loss, attach additional pages to this form.
(7) For each reason specified, provide a separate number count.